

Welcome to Reflection And Service-Learning



February 15, 2005

3:00 to 4:00 PM

WisLine Web Teleconference

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Welcome to Reflection And Service-Learning



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- As you enter the conference please feel free to announce your State and your name



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Slide 2

Your Presenter Today

- Presenter – Carole Klopp,
Director - NYLC



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Your Presenter Today



**Stan Potts –
Program Facilitator**



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**Peggy Solberg,
Program Facilitator**



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Slide 4



Carole Klopp Bio

- Carole Klopp is the Director of Professional Programs & Services with the National Youth Leadership Council, and has trained and consulted with school districts and community-based organizations on service-learning integration for the past 13 years. Carole previously served as treasurer on the Board of Directors of the National Service-Learning Partnership, is currently Communications Committee Chair of that organization and is the co-author of "Pondering Learning: Connecting Multiple Intelligences and Service-Learning."

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Carole Klopp Bio



Problems/Solutions



- Stick with sound or web access only
- Sign out and try again (close out your web browser)
- Helpline phone: Helpline 800-442-4614
- Send an email to Stan
 - Stan.potts@dpi.state.wi.us
- Call Stan
 - Stan 715 425 3759

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Problems/Solutions



Background Noise



- Please mute your microphone
- Keep the background noise to a minimum
- Cover up your speaker if you are unable to mute
- Please move back from the phone...don't breathe into or near the phone

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Background Noise



Suggestions

- Jump in and ask questions (limited)
- Please use the e-version for questions
 - Private responses
- If you cannot gain access to the web based program – please do not disrupt the program – Listen via audio
- The entire program is being archived and will be available for two weeks .. Windows Media format both audio and video

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Suggestions

Agenda Overview

- Welcome and Introductions
- Purpose and Overview
- Definitions and Background
- Reflection Techniques
 - Questions
- Practicing Reflection
 - Questions
- Adjourn



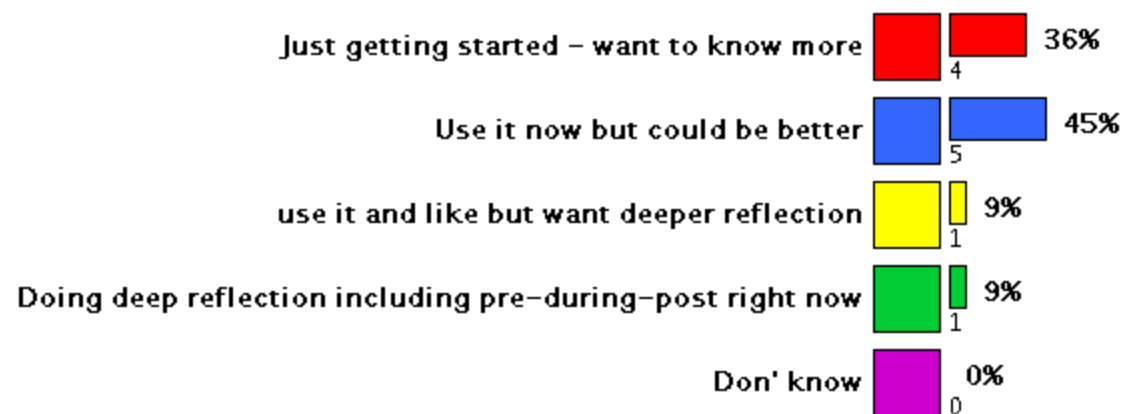
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Agenda Overview

Where are you on reflection?

Polls are closed.



R status



A Reflection Definition

➔ *"Reflection is the use of critical thinking skills to cement the learning that began with the various applications of the project process."*

C. Klopp, NYLC 2004

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A Reflection Definition

Not Good Technique

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Ok to chuckle

“Why is it important for today’s kids to learn algebra? Because *I* had to learn this junk in school and now it’s *your* turn, that’s why!”

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Not Good Technique



More Definition

- **WHAT IS IT?** Structured, has objectives and involves critical thinking, sharing, & learning
- **WHEN?** Throughout – before, during, after
- **WHERE?** Anywhere – classroom, site, bus



Answering All Questions

- **WHO?** Everyone - students, teachers, agencies, recipients
- **WHY?** To connect & crystallize real world service & learning experience
- ✕ ■ **HOW?** Individually, in a group, and using a variety of activities

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Answering All Questions



From the Brain's Perspective

- This is the time the brain needs to increase the associations and patterns already formed during a learning episode.
- Several minutes of reflection are necessary after a new learning event so that the learner has an opportunity to reprocess the information several times in order to make connections to previous learning and assign meaning.

six hours

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From the Brain's Perspective



More Brain Thoughts

- Reflection should be age appropriate and multi-modal in order to respond to all the learning styles prevalent in the classroom.

- *The learner must leave the day knowing that s/he knows!*

Teaching with The Brain In Mind, Eric Jensen

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More Brain Thoughts



Does This Make Sense?

- ❖ **Can the learner understand it on the basis of his/her experience.**
- ❖ **Does it fit in with what the learner knows about the world.**

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Does This Make Sense?



Making Sense????

IF ONE PAIR OF LIPS LEAVES AT 8:47
AND TRAVELS 2.3 MILES AT 3.3 MPH
AND ANOTHER PAIR OF LIPS LEAVES AT
8:53 AND TRAVELS 2.3 MILES IN THE
OPPOSITE DIRECTION AT 3.7 MPH,
HOW LONG WILL IT TAKE FOR
THEM TO KISS?



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**Allen gets a love letter from
the president of the Math Club.**

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Slide 18



✖ Does It Have Meaning?

✖ Is it relevant to the learner?

✖ For what purpose should the learner remember it?

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Does It Have Meaning?



Relevance is Imperative!

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Ha ha ha !!

**"I forgot to make a back-up copy of my brain,
so everything I learned last semester was lost."**

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Relevance is Imperative!



REFLECTION PROVIDES Essential MEANING

- ❖ **If students have not found meaning by the end of a learning episode, there is little likelihood that much will be remembered.**

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REFLECTION PROVIDES Essential MEANING



REFLECTION IS EMOTION

- ▶▶ How a person “feels” about a learning situation determines the amount of attention devoted to it.



Emotions interact with reason to support or inhibit learning.

Adapted from How the Brain Learns by David Sousa.

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REFLECTION IS EMOTION



✕ Teaching Reflective Learning ✕

- ⊕ "Of all the brain's systems, the ability to reflect is the one most critically in need of thoughtful attention; it helps control and mediate all other systems, and it makes the difference between socially appropriate and inappropriate behaviors. It is the system that allows us to become all we are capable of becoming emotionally, socially, cognitively, physically and metacognitively."
- ⊕ "The important teaching consideration when using strategies is to remember that you need to teach students reflective thinking and metacognition deliberately, in a consistent manner, until students internalize the process."

Teaching to the Brain's Natural Learning Systems,
Barbara K. Given, 2002

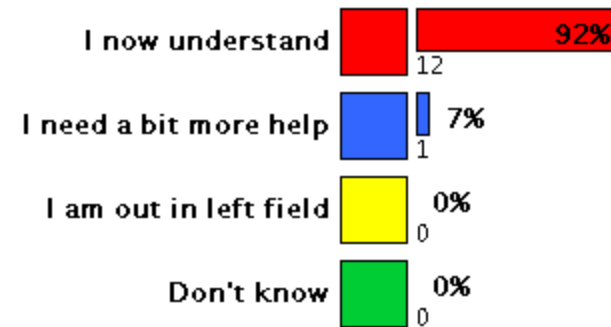
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Connecting the brain to service-learning learning

Polls are closed.



Poll: Connecting the brain to service-learning learning



Questions?

■ Ask away!

What challenges have you experienced in making

Relate to the world of work – How to help academic teachers see the link

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Questions



ATTRIBUTES

- ✖ ✖ ■ **Continuous** (happens before, during, and after)
- ✖ ✖ ■ **Connected** (relates to the activity under discussion)



ATTRIBUTES Continued....

- **Challenging** (where students think in new ways, question the accepted, develop deeper thinking)
- **Contextualized** (designed to correspond in an appropriate and meaningful way to the experience)
- **Coached** (students need to learn reflection and thus, be coached through the process)

(Adapted from "A Practitioner's Guide to Reflection in Service-Learning," by Eyler/Giles/Schmiede, 1996)

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ATTRIBUTES Continued....



SOME GUIDING PRINCIPLES

- ✓ Most effective when done throughout
- ✓ Actively involves recipients& students
- ✓ Utilizes a wide array of reflection strategies and is fun
- ✓ Post-service reflection ASAP after event
- ✓ Re-examine insights a week, month, semester, year later

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SOME GUIDING PRINCIPLES



Hierarchy of Reflection Questions

➤ Knowledge

What were your first impressions of the nursing home?

➤ Comprehension

How was the nursing home similar or different from what you expected?



Reflection Questions Continued...

➤ **Application**

How was volunteering at the senior home changed your perspective relative to an older person you know well?

➤ **Analysis**

What parts of the experience have been most challenging to you?

Reflection Questions Continued...



Reflection Questions Continued...

➤ **Synthesis**

What have you personally learned about yourself from the placement site?

➤ **Evaluation**

What changes would you recommend in how your service site operates?

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Reflection Questions Continued...



BASIC QUESTIONS

■ WHAT ?

(What did we do? Are doing? Accomplish?)

■ SO WHAT ?

(Did we make a difference? What if?)

■ NOW WHAT ?

(Are we done? Is there something more we should do?)

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BASIC QUESTIONS



Basic Reflection Techniques

- **What DO WE KNOW?**
- **WHAT DO WE WANT TO KNOW?**
- **WHAT HAVE WE LEARNED?**
- **WHAT CAN WE DO NOW?**

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Basic Reflection Techniques



Multiple Ways to Reflect

- Reflection should be conducted in order to reach all of the learning styles in the group.
- Hence, students should have multiple opportunities to:

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Multiple Ways to Reflect



Reflection Activities

■ **WRITE:**

Personal Journals ~ Group Journals ~ Stories ~
Poems ~ Essays ~ Letters to the Editor ~
Information brochure ~ Thank You Notes

■ **READ:**

Newspaper stories ~ Articles about service ~ Books
related to the project ~ Different types of prose
(drama/poetry) ~ Journals of others



Activities Continued....

■ **TELL:**









Class discussion ~ Think/pair/share ~ Debate ~
Role Play(s) ~ Oral Presentations to outside
groups ~ Skits ~ Cheers ~ Mock Trial

■ **DO:**

Collage ~ Mural ~ Photo Essay ~ Video ~
Service Fair Display ~ Sculpture ~ Compile a
scrapbook ~ Create a walking tour

Activities Continued....

Reflecting with Multiple Intelligences

VERBAL	VISUAL	LOGICAL	MUSICAL	INTERPERSONAL	INTRAPERSONAL	BODILY	NATURALIST
 Symbols Printouts Debates Poetry Jokes Speeches Reading Storytelling Listening Audiotapes Essays Reports Crosswords Fiction Nonfiction Newspapers Magazines Internet Research Books Biographies Bibliographies	 Mosaics Paintings Drawings Sketches Illustrations Cartoons Sculptures Models Constructions Maps Storyboards Videotapes Photographs Symbols Visual Aids Posters Murals Doodles Statues Collages Mobiles	 Mazes Puzzles Outlines Matrices Sequences Patterns Logic Analogies Timelines Equations Formulas Theorems Calculations Computations Syllogisms Codes Games Probabilities Fractions	 Performance Songs Musicals Instruments Rhythms Compositions Harmonies Chords Trios/Duos Quartets Beat Melodies Raps Jingles Choral Readings Scores Acappella choirs	 Group Projects Group Tasks Observation Charts Social Interactions Dialogs Conversations Debates Arguments Consensus Communication Collages Murals Mosaics Round Robins Sports Games Challenges	 Journals Meditations Self-Assessments Intuiting Logs Records Reflections Quotations "I" Statements Creative Expression Goals Affirmations Insight Poetry Interpretations	 Role-Playing Drama Skits Body Language Facial Expressions Experiments Dancing Gestures Pantomime Field Trips Lab Work Interviews Sports Games	 Field Trips Field Studies Bird Watching Observing Nests Planting Photography Nature Walks Forecast Weather Star gazing Fishing Exploring Caves Categorize Rocks Ecology Studies Catching Butterflies Shell Collecting Identify Plants

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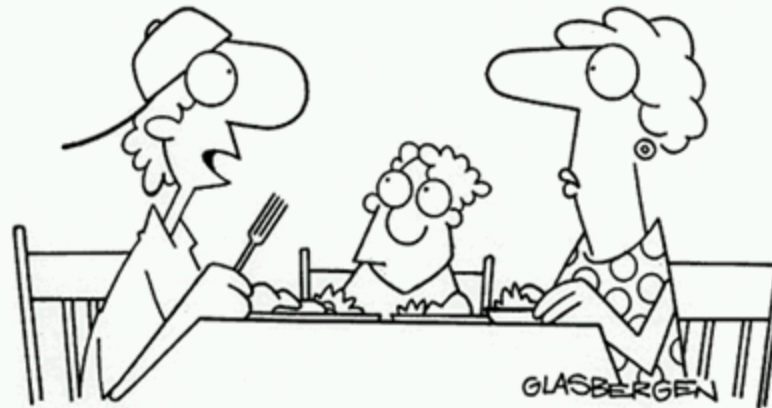
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Slide 37



One Kind of Reflection

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**“Everyone in my biology class voted against dissecting a frog.
But we almost had enough votes to dissect the teacher!”**

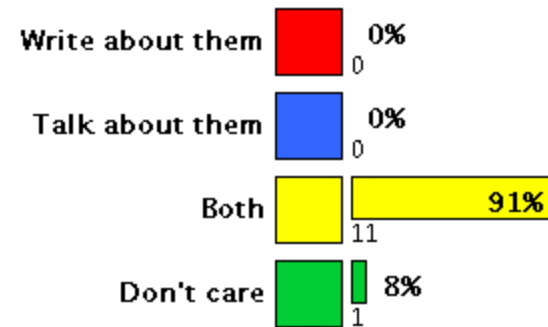
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One Kind of Reflection

Is it better to have students write their reflections or talk about them?

Polls are closed.



Poll: Is it better to have students write their reflections...



Doing Reflection

- Since reflection is a “learned” activity, it’s important to make sure that it is continuous.
- The following slides help to orient us to the different types of reflection activities that should take place to facilitate the learning process.

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Doing Reflection



Pre-Reflection

- Pre-Reflection Activities should:
 - Gauge the Students current knowledge;
 - Determine what has to be researched and/or learned;
 - Pre-disposition the student towards the project; and
 - Gain an understanding of the student's emotional bias (pro or con) toward the service and the community to be served.

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Pre-Reflection



During Reflection

- During Reflection Activities should:
 - Help to prepare the students for the service, including assessing knowledge;
 - Help to determine challenges to the service;
 - Help to evaluate the service site's ability to accommodate the project; and
 - Should answer any questions students have regarding the project.

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During Reflection



Post Reflection

- Post Reflection Activities should:
 - Evaluate the students comprehension – as well as knowledge gained;
 - Evaluate the project's efficacy – was it well planned; were there any major problems;
 - ✗ Evaluate the service site; and
- Celebrate the project's accomplishments and all who participated.

Post Reflection



Practice Makes Perfect

You are working with 6th graders who are learning about first aid and safety. The group proposes that a service-learning project be developed on the topic of bike safety. School is almost finished for the summer and they feel younger children might not know how dangerous it is to ride a bike without a helmet. It is proposed that the group will prepare a bike safety class to teach to the nearby elementary school children.

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Practice Makes Perfect

Click on the icon that has an A or an AB and then click on the white space and type



Designing Pre-Reflection

■ Possible Activities:

Is there a need to teach bike safety? Do you see kids not wearing helmets?

Practicing the proper technique of using a bike helmet. early during

Read articles on traffic accidents involving younger children.

Learn about working with young children.

Ask your students what they know about young children.

Ask if they wear helmets – practice it themselves?

Ask students what they know about bike safety

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Designing Pre-Reflection



Designing Pre-Reflection

Possible Activities:

- ✗ A pre-test on bike safety rules
 - ✗ Student survey of fellow students on bike accidents
 - ✗ Skits about bike accidents and how to prevent them
 - ✗ Videotaping younger children riding bikes
 - ✗ Have students determine learning objectives !!!
-
-
-

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Designing Pre-Reflection

Can students demonstrate correct placements of helmets on their heads

Designing During Reflection

■ Possible Activities:

Record the lessons being taught.

Why do you think the young kids don't wear helmets?

Do we know why it is important to wear a helmet?

How can we help younger students to learn the importance of helmet safety

Practicing the lessons with someone

How do the various sizes fit on the heads of kids

How about learning rules of the road and ~~why~~ why??important?

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Designing During Reflection



Designing During Reflection

Possible Activities:

- Thinking about teaching strategies that work for younger children – then researching what they are.
- Observing classmates practicing their delivery of the lesson and commenting.
- Designing a newspaper headline about the project.
- Taking pictures of classmates working.
- Discussing how the project is progressing.

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Designing During Reflection



Designing Post Reflection

■ Possible Activities:

Have elementary participants evaluate the lessons.

Assessing students' knowledge of traffic safety rules.

Draw a picture about what it was like

Do you feel that younger children will put into practice our teachings?

Reformat the project for parents--how prepared are they to deal with kids on the road.

Making a powerpoint of their experience.

Did you see a change in the younger children's behavior?

End-of-year party with the younger kids Go on a bike ride with the younger students

What would you do different next time??

Video again to see if more younger kids wear helmets

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Designing Post Reflection



Designing Post Reflection

Possible Activities:

- Designing reflection questions for the elementary youth and asking them
- Writing a poem, a song or drawing a picture about “your” bike class
- Class discussion about the project and what’s next.
- Evaluating the lesson with the little kids.
- Having a celebration with the elementary kids

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Designing Post Reflection



And finally, it is when students reflect, that true learning happens...or not???

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"I can suck pudding up my nose and blow it out the corner of my eye, but they *still* won't put me in the gifted class at school!"

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And finally, it is when students reflect, that true learning happens...or not???



Resources

- "A Practitioner's Guide to Reflection in Service-Learning," by Eyler/Giles/Schmiede, 1996
- Adapted from How the Brain Learns by David Sousa. 2001
- *Teaching with The Brain In Mind*, Eric Jensen ASCD
- NYLC Web page
 - <http://www.nylc.org>
- University of VT
 - http://www.uvm.edu/~dewey/reflection_manual/

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Resources

How did it go?

Polls are open.

This was very helpful -- Many Thanks!



I did learn some new things



This was a good review



Just somewhat helpful



Not helpful



End